

Approved For Release 2000/08/04 : CIA-RDP78-06215A000100020008-8

14 Mar

Approved For Release 2000/08/04 : CIA-RDP78-06215A000100020008-8

ADMINISTRATIVE — INTERNAL USE ONLY

8 March 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Agenda for Meeting, 14 March 1974

1. The Curriculum Committee will meet on Thursday, 14 March 1974, at 0930 hours in the DTR Conference Room.

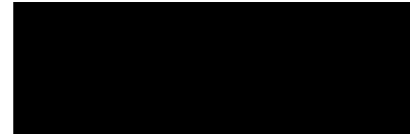
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2. The Agenda:

- a. Briefing on the External Training Program
- b. The Self-Study Program
- c. Draft Policy Paper on Course Evaluations
- d. Student Survey of the Utility of the Managerial Grid



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Chairman,  
Curriculum Committee

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22 March 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Minutes of the 14 March 1974 Meeting

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1. The Curriculum Committee met on Thursday, 14 March 1974, in the DTR Conference Room. Attending were [REDACTED]

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2. The minutes of the previous meeting were approved.

3. Presentation on External Training by [REDACTED]

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[REDACTED] gave a concise and thorough briefing on the procedural, financial, and student enrollment aspects of the external training program, exclusive of the Off-Campus Program. The Committee was impressed with the extraordinarily high volume of external training and the complexity of administering this program. [REDACTED] raised several points which deserve consideration.

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- (a) She asked that guidelines be established in the Agency to help determine which employees should get what kinds of training and under what conditions.
- (b) That the Training Selection Board should resume the approval of all full-time academic training which it previously exercised.
- (c) It was noted in the discussion that the SRS/Registrar Staff has many instances where they require access to a classified phone particularly for discussing cover matters, but are required to use the phone in the DTR or C/SRS office. Some consideration should be given to putting a green phone in the Registrar's Office.

4. Recommendations for Decentralization of Internal Registration

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██████████ addressed the group on the question of decentralizing the internal registration process so that the Registrar's Staff would serve mainly in two ways: (a) initially, as a mailroom and distribution point for all incoming training requests, and (b) as a central point in OTR for information referral. In the case of administration of registration, it was recommended that Unit Chiefs receive the 73's from the Registrar, determine which students might attend based on priorities, directly discuss problems with the office concerned, and form their own classes. At the conclusion of the training program, the units would prepare a roster which would then be forwarded to the Registrar Staff for input into the computer. The Committee is on record as being in favor of this decentralization plan and recommends approval of this plan when the Registrar presents it to the DTR.

5. Self-Study Program

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██████████ presented further information to the Committee in response to a set of questions posed. Based on the discussion, the Committee concluded that the Self-Study Program, as presently conceived, is a program which supplements present instruction and that it is unlikely to replace extant courses in OTR. The Committee feels that if the directions which ██████████ discussed in his paper are maintained, the Self-Study Program will continue to be a useful program in the foreseeable future.

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The Committee did not consider the creation of programmed modules which can be used in regular courses to be part of this discussion, but rather suited to a discussion of instructional development as applied to ongoing and new courses.

6. Policy Paper on Course Evaluations

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██████████ had prepared a draft paper on course evaluations written by students. The Committee agreed to study this draft and report their comments back to ██████████ before the next meeting.

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7. Survey of the Managerial Grid

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The Committee discussed at some length, a survey paper written by ██████████ on the utility of the Managerial Grid. A discussion developed centered around the members' conceptions of individual development and organizational development. Some members of the Committee felt that the Grid was a useful tool in improving individual managerial styles and of increasing a person's awareness


of certain managerial techniques taught in the Grid. Other members felt that the basic purpose of the Grid was to improve organizational development and cited that there is no evidence that the Grid has helped the Agency improve itself in this area. All agreed that there is no real way to measure the effectiveness of the Grid since the course is mainly concerned with creating attitudes, and there are no practical ways of measuring either individual improvement or organizational improvement as a result of taking the Grid.

8. Recommendations for Eligibility for the IWA Course

The Committee concurred in a recommendation submitted by Chief, II, that admission to IWA should be limited to new Agency employees (defined as two years or less in the Agency); the final determination of eligibility of other personnel to be determined by Chief, II.

9. The next Curriculum Committee meeting will be held on Thursday, 28 March 1974.

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Chairman,  
Curriculum Committee

8 March 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Committee question on handling of the  
Form 73

In its 21 February meeting, the Curriculum Committee discussed the possibility of returning the Form 73 to the originator if Block 14 is not completed properly. As a result of further discussion, the Chairman asked that we ask the OTR Registrar if the pink copies of the Form 73 could be distributed to the course chiefs daily.

The Registrar finds the distribution of the pink copies of the Form 73 only a cumbersome procedure which might result in duplication of effort and error. He suggested that the entire Form 73 be sent directly to the course chiefs and that the entire registration process could be handled by the course chiefs in question.

The Registrar offered to brief the Curriculum Committee on the registration process as it is currently handled.

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ADMINISTRATIVE — INTERNAL USE ONLY

8 March 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : The Self-Study Program

1. The Director of Training has asked the Curriculum Committee to review briefly the Self-Study Program conducted by PDS/DTG [REDACTED] and to:

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- a. Determine in what other areas aside from management, supervision, and information science, we can develop or purchase self-study materials;
- b. Discuss the possibility of replacing present courses in our curriculum with self-study materials;
- c. Determine if the self-study approach is a viable one;
- d. Determine the relative costs of instructor-led courses vs. self study programs.

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[REDACTED]  
Chairman,  
Curriculum Committee

ADMINISTRATIVE - INTERNAL USE ONLY

DIR-9626

13 February 1974

MEMORANDUM FOR: Chief, Plans and Development Staff

SUBJECT : Status Report on the OTR Self-Study Program

1. This Status Report on the Office of Training's Self-Study Program is for your information and action. It contains a statement of the objective of such a program as presently envisioned, data on accomplishments, options possible in running a Self-Study Program in CIA, current problems in bringing such a program into operation, and recommendations on the direction that a self-study program for the Agency should initially take.

2. Objective

To provide Agency employees with an additional means for self-improvement primarily by the use of new audio and video systems for learning.

3. Present Status and Accomplishments

a. During the past six months since the establishment of a Self-Study Program Officer in OTR, the major effort has been in satisfying the demand from all Directorates of the Agency for orientation and training in Management By Objectives. Fortunately, OTR had a "MBO" Videocassette Program and the equipment to meet the large number of individual office and group requests which occurred when the decision was made by the Director that CIA would implement "MBO". To meet the demand required complex scheduling, guidance and instruction to the users of the materials, continuous delivery and pick-up of equipment and cassettes to all Agency facilities, considerable record keeping, and the purchase of a second set of "MBO" videocassettes. As a result of this OTR effort, 43 offices or groups have used the "MBO" Program (consisting of six sessions) with 1,000 individuals participating. A summary of participation by components of Directorates for the period September - December 1973 is attached.

b. The "Motivation To Work" videocassette series consisting of five programs was also provided to requestors during this period. Nine offices used the series with a total of 187 participants. Not included in these totals are the instances when only one or two of the cassettes are used for demonstration and preview purposes.

c. A continuing search was made to find substantive materials in either audio cassette or 3/4" videocassette formats that may be applicable to Agency training needs. When such materials were found, arrangements were made to have them previewed by the Program Officer and substantive

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specialists in OTR. As a result of this effort, two videocassette courses consisting of a total of fourteen 30-minute cassette programs were purchased and two audio cassette courses consisting of a total of twenty-four 40 - 60 minute cassette programs were purchased. Also, the monthly CIA Guest Speaker Program presentations are recorded on audio tapes and 3/4" videocassettes and made available through the Self-Study Program. To increase the ease of delivering and setting up the equipment and cassette programs for group viewing at the requestor's location and also to provide security, a prototype mobile videocassette console was designed and built by the public works unit at the [REDACTED]. Additionally, arrangements have been worked out with the Central Reference Service to use their 50-inch color TV screen in Theater 1E-74 at Headquarters for showing the videocassette programs to large groups of up to fifty persons. Attachment two is a listing of equipment and materials currently available for the Self-Study Program.

d. The Central Reference Service has loaned Room 1E-4810 at Headquarters to OTR and OJCS to be used jointly for a Self-Study Center. This space is part of a Secure Area controlled by the CRS and is only available from 0800-1630, Monday - Friday. The agreement with CRS is that there are to be no modifications to the room and it is subject to recall by the DDI at any time.

#### 4. Options in Running a Self-Study Program

The Self-Study Program to be operated by the Office of Training should enable Agency employees on their own initiative and convenience before, during, and after duty hours to take courses and attend lectures by the use of new technology in audio and video instructional systems. This does not rule out future use of other types of new instructional media or systems for self-study. For each course offered, supplemental materials such as reference book, workbook, and leader's or student guide would be either issued or loaned to the student. Utilizing substantive specialists in OTR and the Agency, tests and final comprehensive exercises could be developed for some of the courses to measure and verify achievement. Also, workbooks accompanying some cassette courses show the amount of improvement or accomplishment and could be used for verification. In any case, the testing or verification of achievement for credit would be done by OTR. In developing the Self-Study Program, determination of which cassette courses, lessons, or lectures shall be included will be made in conjunction with substantive specialists in OTR and the Agency. The Program Officer is not expected to be a substantive expert in any, let alone all, of the fields which may be covered eventually by cassette programs. As presently envisioned, the Program has the following options:

a. Provide a collection of audio cassette courses and videocassette courses and lectures and the necessary supplemental material and equipment in a "Center" where individuals at their convenience and at their own pace could engage in training for self-improvement. Credit would be given for the training if requested by the student and a satisfactory level of achievement verified.

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b. Using mobile self-study units, OTR would loan the cassettes, supplemental course materials, and the equipment to Agency components for group use at the participants location. The mobile self-study units could also be made available to an office for a longer period of time--one to two months--for individual use by members of that office (for example, [REDACTED]). Whether for group or individual use, the course would be conducted entirely by the requesting office. The granting of credit for the training would depend on the arrangements and circumstances for each instance of training.

c. Instructor assisted self-study participants would be organized into a class with regular scheduled class sessions using the self-study audio and/or videocassettes in modular, sequential form as the basic teaching medium. A substantive specialist in OTR or other Agency component would be designated the "class leader". He may conduct each class session, or at a minimum conduct several class seminars or discussion sessions to review the participants progress and emphasize the major elements and the key results desired. The "class leader" or "instructor" would also conduct any group exercises, testing, and evaluation of performance. Credit would be given to those participants who satisfactorily complete the course.

d. OTR could acquire the capabilities for producing instructional television. Courses and programs would be developed and produced to meet specific Agency training needs and made available to either individuals or groups through the Self-Study Program. Additionally, instructional television programs could be produced to accompany and complement regular OTR courses. OTR faculty members and substantive experts from throughout the Agency would be used to design and initially teach the courses and programs.

## 5. Problems

The following is mainly a listing of problems or conditions directly affecting the operation of a Self-Study Program and which need to be resolved during this fiscal year:

a. Amount of funds available to the OTR Self-Study Program. No funds have been included in any previous or existing budget. Funds available will determine which of the options or combination of options the Program will pursue as will also the availability and utilization of OTR instructional personnel.

b. The space at Headquarters for the Self-Study Center, Room 1E-4810, is open only from 0800 to 1630, Monday - Friday. The very nature of a Self-Study Center for all Agency employees dictates that the facilities be available before, during and after duty hours and on weekends. Room 1E-4810 is relatively small (14' x 27') and used jointly by OTR and OJCS for self-study.

We need more adequate space at Headquarters; space which can be modified and suitably furnished for self-study. Perhaps the Self-Study Center and the Language Laboratory could be jointly housed in a new and larger facility at Headquarters.

c. An OTR representative needs to be available in the Center to handle enrollment, scheduling the use of cassettes and equipment, issuing the cassettes and supplemental materials, demonstrating use of the equipment, testing and grading; maintaining record-keeping systems related to users, material and equipment used; and input to the Agency Training Record. Additional personnel requirements for the Program have been discussed in connection with the use of OTR substantive specialists to:

(1) assist in the determination of what materials shall be included in the Self-Study Program.

(2) develop and administer comprehensive exercises and tests to measure and verify achievement.

(3) design, teach, and produce instructional television courses and programs to meet specific Agency training needs.

d. There presently is only a limited amount of self-study material available that is applicable to Agency needs both by subject and educational level. Most of the available audio cassette and videocassette offerings are in the fields of management, supervision, and computer science. However, self-instruction courses and programs using new audio/video technology are now appearing in increasing numbers and variety of topics. We must constantly seek sources for current information of this kind and arrange for previews. Also, we must rely on substantive specialists to refer to the Program Officer all information which may come to them as a result of their contacts with individuals or organizations purveying this kind of data.

e. Security classification procedures need to be established for classifying audio and video tapes and the handling and distribution of classified tapes. There presently are no such set procedures or guidelines for the Agency. Related to this is also the question of reproducing tapes obtained commercially and protected by copyright laws or obtained live off the air. This question has recently been brought to the attention of the Office of General Counsel and some kind of a ruling is anticipated in the near future. The Self-Study Program's policy has been not to allow copying of cassettes obtained from commercial sources.

f. Having more than one Center in operation will require additional equipment (tentative plans call for a Center in the Ames Building). However, whether complete duplicate inventories of course and program offerings will be required needs to be resolved. Experience gained in operating the Center at Headquarters will show the amount and length of time of usage for self-study materials and will in part resolve the question.

6. Recommendations

a. Put into operation a Self-Study Center at Headquarters employing options a (individual) and b (group use) described in section four. Later, a Center in the Ames Building would be put into operation utilizing the experience gained at Headquarters.

b. Obtain more adequate space at Headquarters for a self-study center. The facility should be available to employees at all hours. Arrange and furnish the Center to make it conducive for self-study and the use of audio and videocassette equipment. Include space and furnishings for administrative functions.

c. Provide one full-time person to handle enrollment, scheduling, issuing of materials and equipment, record keeping, and technical aspects of the equipment including maintenance.

d. Appropriate \$18,500 to be obligated in FY 74 for new audio and videocassette courses and programs (12,000), additional videocassette equipment (1,500), and new furnishings for the Center (5,000).

e. Issue an Employee Bulletin and provide posters for Agency Bulletin Boards announcing the Self-Study Program and its offerings.

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Self-Study Program Officer

Attachments  
As stated above

## "MBO" VIDEOCASSETTE PROGRAM

## PARTICIPATION SUMMARY

## TOTALS BY COMPONENTS OF DIRECTORATES

September - December 1973

DDO

Plans Staff	12
Support Officers	20
Training Of.	26
AF Division	75
EA Division	12
ISG	118
NE Division	40
<u>TOTAL:</u>	<u>303</u>

DDM&S

Staff	3
OC	13
OC/	40
OL	59
OP	6
O/PPB	15
OS	11
OTR	8
OTR/	25
<u>TOTAL:</u>	<u>180</u>

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DDS&T

Staff	6
NPIC	*
OEL	14
ORD	*
OTS	150
OWI	40
<u>TOTAL:</u>	<u>210</u>

DDI

DDI Staff	15
Plans Staff	10
/	23
IAS	17
<u>TOTAL:</u>	<u>65</u>

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OTHER

IC Staff	11
OIG/Audit Staff	23
Courses and Conferences	68
<u>TOTAL:</u>	<u>102</u>

AGENCY TOTAL: 860

\*"MBO" Program not completed by 31 December 1973

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Attachment 2

OTR Self-Study Program

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## Equipment &amp; Material

Video

Player (3/4" cassette)	3@	776.10	2,328.30
TV Receiver (12 inch, Color)	3@	388.80	1,166.40
Headsets	3@	15.95	47.85
			\$ 3,542.55

Videocassettes

Motivation To Work Series	2@	1,950.00	3,900.00
Mgt. By Objectives Series	2@	2,070.00	4,140.00
Time-Life Video Speed Reading System	1@	4,500.00	4,500.00
Course Drill Books	50@	16.00	800.00
Course Reading Books	39@	2.45	95.55
On Order: Performance Reviews That			
Build Commitment	1@	1,050.00	1,050.00
Discussion Leader's Guide	3@	15.00	45.00
Participants Study Guide	25@	15.00	375.00
CIA Guest Speaker Program			
Prof. Zbigniew Brzezinski	1		
	1		
Ambassador Ellsworth Bunker	1		
Former Sec. of Com. Peter G. Peterson	1		
			STATINTL
			14,905.55

Audio

Recorder/Player Unit	10@	38.95	389.50
Headsets	10@	13.50	135.00
			524.50

Audio Cassettes

"Listening on the Job" (Anastasi/Diamond)	1@	200.00	200.00
Workbook/Reference Book	20@	5.00	100.00
"Drucker/Humble Workshop"	3@	36.00	108.00
MBO and Results Overview (Morrisey)	3@	9.95	29.85
IBC "Managing Individuals Effectively"	1@	100.00	100.00
AMA "The Goal-Setting Session" (Valentine)	1@	13.50	13.50
"Youth, Change & The New Labor Force"			
(Feinberg)	1@	15.00	15.00
"The New Supervisor"	1@	135.00	135.00
"LSD" (Miner)	2		
"Listening is Good Business" (Nichols)	2		
"Persuasion" (Nichols)	2		
			701.35

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Equipment & Material  
(continued)

Audio Tapes

CIA Guest Speaker Program

Prof. Zbigniew Brzezinski	1
[REDACTED]	1
Ambassador Ellsworth Bunker	1
Former Sec. of Com. Peter G. Peterson	1

STATINTL

Books (Assorted Topics)

135.50

TOTAL: \$19,809.45

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Date

OTR NOTICE

NO:

SUBJECT: Course Evaluation

1. Policy: As a part of the overall program for assessing the effectiveness of training conducted by OTR, students will be given the opportunity to evaluate courses they attend. Formal course evaluations are required for the first three runnings of new courses or for three successive runnings of a course following significant changes in the course. Students need not sign course evaluations.

2. Purpose: Course evaluations will give course managers and OTR managers the benefit of student viewpoints in helping determine the correctness of substance and method in courses as well as whether the course is addressing the proper target audience.

3. Procedures: Unit Chiefs will assure that course evaluations are made available to students in accordance with paragraph 1 above. All such evaluations will list course objectives and ask for student comment on how well the objectives were achieved. Format and other questions are left to the discretion of the Unit Chief. Dissemination of evaluations within OTR will be in accordance with the provisions of OTR Notice 21-74, "End-of-Course Reports." Dissemination outside of OTR is discretionary with the Unit Chief, the DDTR and the DTR. On request, Chief, Development and Technical Services Group, Plans and Development Staff will arrange for assistance in devising course evaluations.

DTR:9554

28 January 1974

MEMORANDUM FOR: Director of Training

SUBJECT : Managerial Grid

REFERENCE : Your Comments on December Managerial Grid  
Course Report, dated 16 January 1974

1. In response to your request, we would like to share with you some of our thoughts and feelings about the Grid.

2. The question you have raised is that if a course has been running for ten years, is it still valid? In supporting our recommendation for the continuation of the Managerial Grid, I would like to review the past ten years of our experience with this course.

3. The Managerial Grid was first conducted in the Agency in 1964, by Consultants under contract with Scientific Methods, Incorporated. Following several runnings for senior officers, the course was then conducted by the OTR Management Faculty for personnel in the GS-13 and above level. This method continued until 1971 when the grade restriction was lifted to include all supervisors at grade GS-07 and above.

4. During the past ten years, we have offered the Grid to approximately [REDACTED] employees.

5. In the Spring of 1973, a survey (of a representative group of course graduates including all grade levels and all Directorates) was conducted by the Support School in an attempt to determine the value of the Managerial Grid. The attached questionnaire was used in the survey. While part of the questionnaire was to obtain general opinions on the Grid, it was also designed to measure the relevancy of the following Grid Seminar Objectives:

A.

- (1) Understanding your own Managerial styles and evaluating convictions about managerial values.
- (2) Developing team action skills
- (3) Achieving unobstructed communications
- (4) Strengthening the use of critique for problem solving and learning
- (5) Analyzing the work culture

B. The questionnaires indicated a substantial positive view as to the success of the course in meeting these objectives and positively effecting student on-the-job behavior.

- (1) 93% feel the Grid had a positive impact on their managerial styles and values
- (2) 79% have employed the team approach in doing their work
- (3) 95% have practiced and encouraged others to practice "open communication" in their work
- (4) 72% employ ongoing critique in their work
- (5) 81% have tried to reduce the barriers to organization effectiveness

The questionnaires also show that the above are often employed with moderate results with the exception of the barrier reduction which, although it is often tried, has limited success.

C. The questionnaire also revealed the following:

- (1) The Grid has helped them do their job better (91%)
- (2) Two-thirds have become more interested and have read further on the subject of management (66% yes)
- (3) Half find some advantage in doing business with fellow employees who have had the Grid (53% yes)
- (4) Most believe the benefits received are worth the cost of the Grid (92% yes)

- (5) Most feel the Grid has not outlived its usefulness and should not be dropped (90% no)

D. While most students believe the Grid is to be valuable and should be continued, they also made the following observations:

- (1) A large number of students (75%) are unaware of any specific organizational changes that have resulted from having taken the Grid. This lack of any organizational change becomes apparent during the Grid Seminar when we compare the class and cumulative statistics which show that there has been no appreciable change over the years in how the students assess the Agency.
- (2) Of the 22% of the students that answered that they were aware of organization or attitudinal changes, no specific change was cited in their replies beyond a repeat of their strong positive reaction to the question about open communication.
- (3) There were only seven, (of 100) persons surveyed, who felt that there are courses that would be more useful than the Grid (93% no), with three mentioning MBO. The other suggestions were AMP, sensitivity training, more intensive training to fewer employees (less time spent on the Grid) and building a course around a text such as Koontz and O'Donnell.

E. The last item on the Questionnaire asked for (any) other observations on the usefulness of the Grid. No single response predominated although the most repeated was the improvement in the student's understanding and awareness of problem solving techniques. Some of the observations were:

- (1) "Managers are born, not made"
- (2) "Although Agency senior managers must think the Grid is useful, one never actually hears of any endorsement of it or any serious reference to it. I can only conclude that while senior managers may think it is useful it apparently lacks credibility and is not put into practice."

- (3) "Now that the supervisors working for me have all had the Grid, we are better able to discuss their supervisory problems. By using the team approach we have developed a feeling of open communications and participation which did not previously exist"

6. We are currently offering six runnings of the Grid per year, with an average enrollment of 35 - 40 participants. The response from participants evokes a high positive reaction and the comment heard most is "This is the best course I've ever had" and "I should have had this course five or ten years ago" etc. We find that all of the runnings of the Grid are over-subscribed and that most feel that this course should be a basic requirement for all potential managers.

7. The cost of the Grid (materials and copyright) amounts to between \$80 and \$100 per-person. This compares favorably with the \$450 per-person charge made for those who attend "open" Grids conducted by SMI.

8. We (in Management Training) believe the Grid is still viable. The objectives of the course are classic ones and are as valid today as ten years ago. Surprisingly perhaps the methodology is working equally well - in the students eyes as well as ours. In our continuing dealings with students in the Grid, as well as in other courses, we are convinced that it is serving a purpose.

9. We will be pleased to further discuss any aspects of the Grid program with you. STATINTL

AC/MATP

# ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Managerial Grid

FROM:

AC/MATP

*CH*

EXTENSION

3356

NO.

DTR-9554

DATE

29 January 1974

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. C/FTD

*29 Jan ew*

2. DDTR

*1/30 1/30/74*

3. DTR

*1/30*

4. DDM+S (Info) *2/11 RB*

5. A/DDM+S *seen 2/8 jmk*

6. ~~DDM+S~~ DTR *2/12 RB*

7. C/PDS *25 Feb jmk*

8. C/FTD

9.

10.

11.

12.

13.

14.

15.

1 to 2, 3:

I think you will find the attache useful in answering at least some of the questions frequently aimed at our continuing the Grid. The random sample survey of graduates that is referred to was based on a count of 100. Through follow up and occasional substitutions for original addressees not available for reply, a 100% response was secured.

CBW

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The Registrar finds the distribution of the pink copies of the Form 73 only a cumbersome procedure which might result in duplication of effort and error. He suggested that the entire Form 73 be sent directly to the course chiefs and that the entire registration process could be handled by the course chiefs in question.

The Registrar offered to brief the Curriculum Committee on the registration process as it is currently handled.

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COURSE DATA FOLDERS

The Chief, Plans and Development Staff, OTR, is charged with developing and maintaining Course Data Folders for all Office of Training courses. Course Data Folders serve the following purposes:

As ready reference material for the Director of Training,

As a briefing medium for the Board of Overseers, the Board of Visitors, and other Agency offices,

As an aid to the Curriculum Committee in discharging its responsibilities,

As a means of supervisory control over the range, relevance, and timeliness of information conveyed by courses,

As a guide for new instructors and course coordinators in preparing to assume responsibility for courses and instruction.

Course Data Folders will contain the following information:

Course objectives and objectives of blocks of instruction within courses (written from the viewpoint of the learner),

Course schedules,

Descriptive matter, such as scope notes, outlining the content of units of instruction,

A summary of the teaching techniques used and an approximation of the number of teaching hours devoted to each technique,

Sample copy of the course evaluations used and, where such evaluations produce statistical data, a summary of relevant statistics.

*Inter*  
→ Cost factors derived from the Cost Model or similar data, <sup>including</sup> ~~to include~~ cost per student hour, cost per student for the entire course, and guest speaker costs.

The Course Data Folders will be kept in the Plans and Development Staff for general information under a control system. Course coordinators will provide the Plans and Development Staff with the information necessary to keep the Course Data Folders up-to-date. In order to respond expeditiously to requests from the Plans and Development Staff, it is recommended that each course coordinator maintain a current Data Folder for his course. Unit chiefs will review annually the status of Course Data Folders from courses in their jurisdiction.